

# Annual Review of Admissions Arrangements

We advise all governing boards/trusts to review their admission arrangements annually, in order to assess how the arrangements are working in practice. We recommend that schools analyse their intake to review the effect of their admissions arrangements. It will not always be necessary to change the arrangements, but the following questions could form a basis for discussion. Some questions will be more relevant than others depending on the school context.

## Diocesan Guidance

- Admission authorities must ensure that they are conversant and compliant with the [School Admissions Code 2021](#).
- In developing and reviewing admissions arrangements, governors should ensure that the arrangements and oversubscription criteria reflect their Christian vision.
- We advise that schools use the [Church of England Admissions Builder Online Toolkit](#) in creating or reviewing their admissions arrangements.
- Schools that wish to use faith-based oversubscription criteria should take note of Diocesan guidance on the matter.
- We recommend that admissions arrangements are reviewed annually. We provide a document with some key questions to support governors with this.
- We strongly recommend that admissions matters and key dates are embedded into the operational plans/calendar of the governing board.

Complete the table below, adjust the oversubscription criteria to match your own.

<b>School Name:</b>		<b>Admission Year:</b>	
<b>PAN:</b>		<b>Total Applications:</b>	
		<b>Total allocations:</b>	
<b>Admission criteria</b>			<b>Number allocated</b>
Pupils admitted due to their special educational needs who have an EHCP			
<b>Oversubscription criteria- <i>this is an example adjust to match your own</i></b>			
1. Pupils who are either currently or have previously been 'looked after'			
2. Children who have an exceptional medical or social need			
3. A child who has a sibling			
4. A child who resides within the catchment area of the school and is eligible for the pupil premium			
5. A child who resides within the catchment area			
6. Other children			
<b>Largest home-school distance- where a tie break has been applied</b>			

Use the following questions as a stimulus for discussion with your board.

<ol style="list-style-type: none"> <li>1. Which members of the board are familiar with the statutory requirements of the Schools Admissions Code 2021 and diocesan guidance on the use of faith-based oversubscription criteria?</li> <li>2. Did the admissions arrangements meet statutory requirements last year, including meeting expectations around publishing materials and deadlines?</li> </ol>

3. To what extent are the admission arrangements shaped by the school's distinctive Christian vision?
4. Are governors clear about their objectives in setting the oversubscription criteria?
5. Do you need lengthy oversubscription criteria (you may never be oversubscribed)?

6. Do admissions arrangements make the needs of the vulnerable and disadvantaged a priority?
7. Is this reflected in your intake?

8. Do local children miss out on a place because of oversubscription criteria, if so, how many?

9. Is there provision for children from within the same family to attend the same school?

10. Have you considered if there any unintentional consequences of your oversubscription criteria?

11. Can governors give a clear rationale for their choice of oversubscription criteria?

12. Are the admission arrangements fair, objective and clear so easily understood by parents?
13. How do you know?
14. Are the oversubscription criteria objective so that parents can assess the likely prospects of their success at getting a place?

15. Do the admission arrangements enable the school to contribute to community cohesion and, if so, how?
16. Do the admission arrangements allow the pupil population of the school to reflect the ethnic balance of the local community, including those for whom English is not the first language?
17. Do the admission arrangements take into account children of other faiths and the enriching contributions they may bring to the life of the school?

**18. Do the arrangements include distance as a criterion and, if so, does this enable the school to serve its local community?**

**19. Are the methods of measuring distance objective and clear for parents?**

**20. Is the appeals procedure adequately explained to parents?**

**21. Do the persons from whom the appeals panel are constituted reflect the ethnic and social mix of the community?**

**22. Have they undergone the required training?**

**Possible Next Steps**

**Reviewed by:**

**Date:**